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ABSTRACT

Two task forces, a Career Development Team and a Curriculum Development Team, were formed from the Career Education Committee appointed in 1976 at the College of Education, University of Tennessee, Knoxville, to assist students while in college to make informed career choices within the field of education (i.e., career development), and to help them acquire sufficient knowledge of infusion techniques to permit them to function effectively in a career education position after graduation (i.e., career preparation). The Career Development Team developed and field tested a career checklist of questions for student use to (1) identify and analyze undergraduate career needs; (2) list available career resources; (3) match the career needs with the resources; and (4) order the phases and steps in deciding to teach and becoming certified. Of the sixty students who evaluated the checklist in the field test half reacted favorably and 80% said they would use it if given a copy. The Curriculum Development Team concentrated on meeting the need for preservice and inservice experiences in career education and developed six course modules in career education which are offered for credit to students of the College; also they published a monograph of their articles about career education as a team function. Future projects for both teams involve participation of community leaders, and the Career Development Team plans to further test and implement its checklist's use. (Included are a history of career education at the University of Tennessee, Knoxville, and a draft of the checklist.) (ELG)

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A College-Wide Faculty Team Provides Career Education/Career Guidance for its Students

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Introduction

In the May-June 1977 issue of Phi Delta Kappa's News, Notes, and Quotes the summary of research in career education compiled by Sunny Hansen included the finding that only 10 percent of a sample of 630 teacher education institutions surveyed had created any formal policy in the area of career education, and budget allocations for career education programs in teacher preparatory institutions were small.

While there is no doubt that the impact of career education at teacher education institutions has been relatively small, perhaps responses to questions about 'formal policy' and 'budget allocations' are not the best indicators of the extent to which college and university level education faculties have attempted to incorporate career education concepts in their pre-professional and in-service programs. For instance, without benefit of formal policy statements or specific budgetary allocations for career education, a small but enthusiastic group of professors representing all the major departments of the College of Education at The University of Tennessee, Knoxville (UTK) has since 1972 been working to find ways and means of providing career education and career guidance for students enrolled in the College.

History of Career Education at UTK

According to Sidney Marland (1974), when deans of colleges of education were brought together in 1972 to consider career education, one of their first questions was "... what is the suitable vehicle within a school of education for integrating the concept? A task force? A single coordinator? (p. 11)."

CE 016 246

Believing strongly that career education should be infused into the total curriculum of a public school through the mutual cooperation of a team composed of its principal, counselor(s), supervisor(s), and teachers, those responsible for advancing career education in the College of Education at UTK have worked to develop the mutual cooperation of a College-wide team in this area. Budget limitations have never permitted the appointment of a single coordinator of career education, and there is evidence to indicate that no single individual could have succeeded in making career education a College-wide effort. At times progress in implementing career education has been frustratingly slow because responsibility was vested in an interdepartmental committee with diverse interests rather than in a single department or individual. However, any negative results of utilizing leadership by committee have been more than offset by the positive effects of increasing interdepartmental communication and of providing a working example for students of the team approach to career education.

During the Fall Quarter, 1972, Dean James D. McComas appointed an ad hoc committee of College of Education faculty members from several departments and charged the group with the responsibility of studying career education and recommending directions for the College in this new area. That committee developed a definition of career education and suggested that specific means be devised to make career education a part of the pre-service and in-service curriculum offerings of the College.

Since the first ad hoc committee did its work, subsequent faculty study groups have modified and expanded its definition of career education. The faculty members who are responsibile for advancing career education at UTK today have subscribed to the following definition:

Career education is a curriculum component designed to help each student (1) better understand self in relation to the world of work, (2) make an

informed career choice, and (3) prepare for the chosen career before leaving school. Career education embodies two elements: career development and career preparation. Career development is the process implied in (1) and (2) above, i.e., studying one's interests, aptitudes and values for the purpose of determining how these may function as strengths or limitations in the pursuit of various careers. Career preparation is the process described in (3): learning the basic skills of reading, writing, and arithmetic, studying science, social studies, and vocational subjects--all the courses traditionally presented in the school curriculum--to obtain preparation for the career(s) chosen in the course of the career development process.

In September 1973 the Dean appointed a new committee with representation from seven of the nine College departments and asked that group to write a specific plan for implementing career education in the College. This committee was chaired by Dr. Ralph Woodin, formerly of the Ohio State University, who was then serving as head of the Department of Vocational-Technical Education. The committee decided to survey faculty and student opinion about career education before making its recommendations. Analysis of questionnaires administered to faculty and students in February 1974 revealed that the two groups shared a high level of commitment to various career education concepts. More than 90 percent of both groups believed the College should be assisting in the career development of its own students, and 85 percent of both groups felt pre-service educators should be receiving experiences which would prepare them to provide career education for their own pupils (Banta and Woodin, 1974). However, according to survey results, the faculty was accomplishing only half as much as faculty and students believed <u>should</u> be accomplished in the implementation of career education objectives.

In its final report the 1973-74 Career Education Committee made fifteen recommendations, three of which were:

- Persons preparing to be teachers should develop an understanding of their responsibilities in providing career education as a part of the total effort of the schools in which they will work. The necessary understanding and competence for participation in career education should be assigned to certain basic courses which would be scheduled by all students.
- Each department should identify one or more courses at the graduate level which would develop an understanding of the goals, objectives, and need for career education in the public schools.
- An interdisciplinary graduate level course for the preparation of career education leaders and coordinators in the public schools should be developed and offered jointly by interested departments of the College. Such a course should prepare persons to initiate and develop career education programs in public schools (Banta and Woodin, 1974, p. 133).

The 1973-74 Committee emphasized in its report to the Dean that implementation of its recommendations would require strong administrative leadership. Professors with an interest in career education needed to be given some released time to fulfill the assignment of designing courses or course modifications incorporating career education concepts. Unfortunately, competition from faculty groups with other special interests--competency-based teacher education, for instance--diluted the administrative support which might have gone to career education in 1974-75. This lack of support created a two-year delay in the effort to implement career education in the College.

In March 1975, a delegation of eight faculty members representing several departments was dispatched to the USOE-sponsored regional career education conference, "Career Education: A Challenge of Our Time," in Kansas City, and this group returned to Knoxville enthusiastic about the possibilities of

getting a career education program underway in the UTK College of Education. Funds were requested and approved by the Dean to bring Dr. Richard Gardner, a career education specialist at Michigan State University, to Knoxville in May 1975 to talk with interested faculty about starting a career education program. In May 1976 Dr. Gardner returned for another two-day conference which left approximately 20 faculty more determined than ever to initiate some concrete programming in career education.

In June 1976 a new Dean, Dr. William H. Coffield, was appointed in the College of Education and one of his first official acts was to name a new ad hoc Career Education Committee with representation from all major departments. The new committee consisted of twelve faculty members who had had some degree of commitment to career education over a period of three to five years. Most were volunteers, and their enthusiasm has kept them at work for almost two years without any released time from other responsibilities, and without funding except for a small financial commitment from the Dean for materials, clerical assistance, and travel.

The faculty committee that studied career education in 1973-74 pointed out that the College has two separate, but closely related, responsibilities with regard to career education for its students: (1) to assist each student in the College to make an informed career choice within the field of education (i.e., career development for College students), and (2) to help students acquire sufficient knowledge of infusion techniques to permit them to function effectively as part of the career education team operating in the school in which they eventually will be employed (i.e., career preparation). Recognizing that these concerns could lead the committee in two divergent directions, the Career Education Committee appointed in 1976 began its work by dividing to form two task forces, one to consider career development for College of Education students and the other to provide the means for integrating career education concepts into the training of pre-service and in-service professionals in the College.

Career Development Activities

The initial and continuing aim of the Career Development Team has been to develop a career checklist for student use in the College of Education. Four objectives were identified to assist in reaching the aim: (1) identify and analyze undergraduate student career needs; (2) list available career resources; (3) match the career needs with the resources; and (4) order the phases and steps in deciding to teach and to become certified. These objectives have been achieved and the checklist thus produced has been initially field tested. A current draft of the checklist appears on pages 16-18.

Background

Career development is becoming a more important part of many teacher education programs. Professors and students alike are realizing the need for a closer examination of the problems and decisions related to identifying goals and choosing programs when pursuing the career of teaching.

UTK is concluding a frustrating era of student self advising. Mandatory advising by faculty will become effective in the fall term of 1978. The Career Development Team discussed professor and student concerns about advising and career decision making. The major concerns of professors in the College of Education were observed to be: (1) low priority of advising in the workload, (2) large number of advisees per professor, (3) lack of time to discuss serious career questions with students and (4) lack of continuity between advising sessions and progress in decision making. Professors on the Career Development Team also observed that many students lack goals, dedication and sincerity in education classes. Furthermore, some persons completing student teaching and certification do not accept jobs even though positions may be available.

The major concerns of students in the College of Education seem to be: finding professors in their offices and other places on campus in order to get advice; learning more about their self-concept, discovering their own

degree of assertiveness and ability to get along with children and/or youth: and locating places to have tutorial and laboratory experiences. There appears to be a considerable mismatch between student needs and the available career guidance services on the campus.

Procedures

The Career Development Team, whose members represent six program areas in the College of Education, agreed that its efforts should emphasize the development of a device to assist students in all College departments to make more accurate decisions about careers in teaching. It was further agreed that a checklist format would be used and that it would be as simple as possible and limited to a one-page document. The checklist would be given to all students presently enrolled, and to all advisors, in the College of Education. It should facilitate advising and decision making on the part of the student.

The identification of student career needs was accomplished through the use of a number of subjective and objective resources. Considerable time was spent in this activity and the literature did not yield the specifics which had been sought. At this point the Career Planning and Placement Service, a branch of the WTK Placement Center, was asked to become involved in the work of the Team. Many of the Center's handbooks, brochures and flyers were gathered and studied. These sources provided many clues as to questions, concerns and needs of students as they progress through the teacher education program.

Mitchell (1975) has identified the following needs as having potential importance for students: (1) awareness and acceptance of self, (2) awareness and understanding of the world of work, (3) employment skills, (4) interpersonal skills, (5) understanding the relationship between academics and work requirements, (6) skills to cope with change and to plan for the future, and (7) goal-

setting and decision making skills. In Ard and Hyder's study, "An Assessment of Career Planning and Awareness Needs of Students at The University of Tennessee, Knoxville," (1976) students were asked to rate the relative importance of 23 planning objectives. The following are the top ten objectives in order of importance to students: (1) knowledge of own values and skills, (2) first-hand exposure to work situations, (3) awareness of educational preparation for work, (4) knowledge of career requirements, (5) importance of assertiveness, (6) in-depth insight into a job, (7) awareness of general trends, (8) ability to write a resumé, (9) knowledge of interview techniques, and (10) knowledge of strategy or plan. The items in these studies were helpful in formulating appropriate questions for the checklist.

As the career needs were identified, it was decided to state them in question form, so that the student would become actively involved in the use of the checklist. An outline format was used in order to focus on the major career questions related to becoming a teacher. Sub-questions were designed to contribute answers and solutions for each major item.

The question of sequencing the needs/questions for the checklist was answered in part by logic and the nature of career development, and in part by the sequence in which a person proceeds through a teacher education program. The Career Development Team perceives career development and teacher education to be unique but related processes. The processes are observed to be parallel and complementary to each other. Thus, as a student progresses through a teacher education program he/she encounters courses, experiences, and people, all of which have a degree of influence on the choice and pursuance of a teaching career. The sequence of questions on the checklist is not assumed to be exact or perfect. Different persons may seek answers to the questions in varying order.

In addition, both the teacher education and career development processes have a beginning and an ending point. The beginning point for this checklist is a student's entry into the College of Education, regardless of age or level. The exit point is certification.

The preparation of a career resources listing for the checklist was a relatively easy task. The Career Planning and Placement Service (CPPS) had prepared a campuswide list. Those resources appropriate to education were extracted and others were identified by committee persons closely associated with student teaching. The resources were clustered and coded for easy reference and use in the checklist. A resource consisted of an address and a phone number. This is the first time that the College of Education has compiled such a resource list.

The CPPS provided assistance in matching these resources with student needs/questions in the checklist. The intent was to provide one or more resources for each question on the checklist. It was discovered that the advisor as a resource could be used to answer several of the questions. Also, several resources could be used to meet the same need.

Field Testing

An early field test of the checklist was planned so that the Career Development Team could gain some assurance and feedback about product acceptance and use. The field test instrument was titled "A Career Decision Making Checklist for College of Education Students." The following questions were asked in order to achieve the purposes of the field test and to assist in structuring the instrument: What is the rank of importance of career development questions relative to sex and college level classification? How helpful are each of the career development questions relative to college level classification? What additional questions and resources do students have? What is the overall attitude, acceptance and perceived usefulness of the checklist?

The cover letter was designed to introduce respondents to the importance of systematic career decision making and the need for completing the checklist instrument. Directions for completing the checklist were written on the cover letter and on the instrument. The checklist was reduced to a one-page document.

In order to secure wide student representation, instruments were distributed and collected in classes with freshmen, sophomore, junior, senior, and graduate students. In addition, a small number of students were selected from prestudent teaching seminars and the student teaching experience. Several professors were also asked for their reactions.

Findings

The findings are limited to responses from the last question posed above relative to student acceptance and use of the checklist. Thus far sixty student responses have been tabulated. Students were asked about their overall reaction to the Career Decision Making Checklist after spending about twenty minutes reading, ranking and checking the relative importance of thirty-eight items and answering other questions. Approximately one-half of the students reacted favorably to the checklist. Thirty-eight percent indicated a neutral reaction, and only thirteen percent of the students had an unfavorable feeling toward the checklist. Sophomores in general and females in particular were much more favorable toward the checklist than all students and males, respectively.

Eighty percent of the students indicated they would use the checklist if a copy was given to them. Three-fourths of the students said they would use the checklist with their respective advisors. Nearly all of the freshman and sophomore students responded positively to self-use and use of the checklist with their advisors. A much higher percentage of women than men indicated potential use of the checklist.

When respondents were asked to indicate the year in college that students should receive the checklist for use, eighty-three percent specified the freshman

or sophomore year. One-half of all the students and nearly all of the sophomores said that the checklist should be given to all freshmen.

Activities of the Curriculum Development Team

The second task force formed by the 1976 Career Education Committee has come to be called the Curriculum Development Team because its principal activity has been to generate a body of course work which would introduce students in the College of Education to career education concepts and instructional strategies.

The work of the Curriculum Development Team received its initial impetus from the findings of two studies: the 1974 faculty-student survey in the College which revealed strong commitment to career education but dissatisfaction with the level of implementation, and the 1977 Tennessee Career Education Needs Assessment. In response to a questionnaire administered in February 1974 more than 85 percent of the College of Education faculty and students who participated in the survey marked "agree" or "strongly agree" in connection with statements about what faculty in the College should be doing about career education. However, a second set of responses indicated that the faculty was actually accomplishing only half as much as faculty and students believed should be accomplished in the implementation of career education objectives (Banta and Woodin, 1974). The 1977 Tennessee Career Education Needs Assessment conducted by Trudy Banta for the Tennessee State Department of Education, incorporated a survey which provided convincing evidence that superintendents, principals, teachers, and community leaders throughout Tennessee considered in-service education and acquisition of appropriate curriculum materials to be the two most critical needs of the movement to promote career education in Tennessee.

In moving to meet the need for pre-service and in-service experiences in career education indicated by the 1974 and 1977 studies, members of the Curriculum Development Team were guided initially by a strong belief that career education should not be an add-on, but instead should be infused into the existing curriculum

as a vehicle for relating subject matter content to the way it can be used in a career. Team members eventually had to face the fact, however, that most introductory courses for teachers, counselors and administrators--those required of all students in the field, and thus providing the best vehicle for reaching every student--were being taught by professors who were not yet convinced that career education should be infused into the preparation of education majors. The team was forced to conclude that if career education were going to reach a significant proportion of students in the College of Education--more students than just those enrolled in the courses taught by six team members--one or more courses in career education would have to be added to the existing curriculum.

The decision to devise course work in career education per se was made very reluctantly by the Curriculum Development Team. However, team members eventually found a way to accommodate some of their frustration by designing a series of six mini-courses, or course modules, which used together could form the content for six quarter-hours of course work or a workshop, but separately could provide the instructional strategies for infusing career education into existing courses if and when additional College faculty decided to make career education a part of introductory courses for all students.

The Curriculum Development Team, which includes representatives of the five major College departments and the Bureau of Educational Research and Service, offered its first course work in career education in 1977-78. The University of Tennessee, Knoxville thus became the first teacher preparation institution in the State to offer a permanent career education course sequence. The six course modules were paired to form two-credit-hour blocks, and each block was offered in a different quarter, beginning in Fall 1977. The initial modules, first viewed as prerequisites for the others, were titled "Introduction to Career Education" and "Mobilizing Community Resources for Career Education" and were team-taught consecutively during the Fall Quarter by Trudy W. Banta,

Associate Professor, Bureau of Educational Research and Service, and Robert R. Hanson, Associate Professor, Department of Vocational-Technical Education.

During the Winter Quarter team members Thomas N. Turner, Associate Professor in Curriculum and Instruction, and Lee Murphy, Associate Professor in Special Education, offered the modules designed primarily for teachers, "Infusing Career Education into the School Curriculum" and "Career Education for the Handicapped." During the 1978 Spring Quarter George W. Harris, Jr., Associate Professor, Department of Educational Administration and Supervision will teach the module "The Administrator's Role in Career Education." This module for administrators will be paired with one for school counselors entitled "The Counselor's Role in Career Education" which will be offered by Siegfried C. Dietz, Professor, and Mark A. Hector, Associate Professor, Department of Educational Psychology and Guidance.

Plans are underway to integrate the six course modules in a summer workshop in career education to be offered for school-based teams composed of the principal, a counselor, and two teachers from public schools throughout Tennessee. Alternative ways to combine the modules during the school year are also being sought. In order to offer students a more traditional three-credit-hour course (The fact that students had to pay as much tuition for a one- or two-credit-hour course as they pay for a three-credit course hurt enrollment in the career education courses in 1977-78.), the two modules for teachers will be coupled with the "Introduction" and offered for three hours of credit in Fall 1978. In Spring 1979 the modules for counselors and administrators will be combined with the unit "Mobilizing Community Resources." Parts of the "Introduction" and "Mobilizing Community Resources" modules will be utilized in both Fall and Spring courses because this content is essential for all professionals involved in career education: teachers, counselors and administrators.

Members of the Curriculum Development Team have written articles expressing their views of career education as a team function carried out in the public school setting by teachers, counselors and administrators working together. The articles have been collected in a monograph entitled Career Education; A Framework for Teamwork which will be published in April 1978 by the Bureau of Educational Research and Service.

Future Activities of the Career Education Committee

The Career Development Team is planning to use its Decision-Making Checklist in at least two different project areas. The first project involves further testing of format, content and usability. The UTK Career Planning and Placement Service has expressed interest in conducting group and individual counseling using the checklist. One of the questions to be answered in this study is 'What effect does use of the checklist have on student career decision making?'

The second project area has to do with contacting the person(s) responsible for implementing the mandatory advising system in the UTK College of Education. Team members would assist in planning and implementing educational strategies for checklist use by all faculty members and students.

The Career Development and Curriculum Development teams have accomplished their respective tasks working independently, but joint meetings are held periodically to assess progress toward the goal of providing a comprehensive program of career education/career guidance for College of Education students. At present both teams feel the need for the guidance which might be provided by an advisory group composed of community leaders within and outside of education. Plans are underway to invite representatives of the local school systems and of the State Department of Education to join representatives of business, industry, government, labor and politics in forming a board or council which could suggest future directions for the Career Education Committee. Legislation providing

support for career education is needed in Tennessee, and full funding of the new Career Education Incentive Act must be sought at the national level. It is hoped that the newly formed advisory board can suggest appropriate means for the Career Education Committee to exert influence in these and other political processes.

A CAREER DECISION MAKING CHECKLIST
FOR COLLEGE OF EDUCATION STUDENTS

Student Name _____ College _____ Major _____

Address _____ Classification _____

1. DO I WANT TO TEACH?

___ a.	What people/experiences have influenced me to consider teaching as a career?	A,*Q,O,S
___ b.	What are my special abilities?	O,Q,S
___ c.	What are my major interests?	O,Q,S
___ d.	How do teachers spend their time?	A,M
___ e.	What daily problems do teachers face regarding teaching, learning, motivation, evaluation and in working with students, friends, administrators?	A,M
___ f.	How do my personal qualities compare with those of successful teachers?	M,N,O,P,Q,R,S,X
___ g.	Under what working conditions do teachers teach?	M,N,O.P.R

2. WHAT DOES IT TAKE TO BECOME A TEACHER?

___ a.	What courses must I take?	A,L
___ b.	How many hours credit?	A,L
___ c.	Are there special course, time credit requirements?	A,L
___ d.	What special abilities do I need? How do these compare with related occupations?	A,K,L,M,N,P,R,T,X
___ e.	How much does it cost?	A,K,L,N

3. DO I STILL WANT TO TEACH?

___ a.	What opportunities exist in teaching?	A,K,L,M,N,O,P,Q,R,T,W
___ b.	Where are the best opportunities located?	M,N,O,P,Q,R,T,W
___ c.	What opportunities exist in related occupations?	J,K,L,M,N,O,P,Q,R,T,W
___ d.	How do I get into the teacher education program?	A,J,K,L,N
___ e.	How can I get teaching experience?	A,M,N
___ f.	How can I get feedback about success in my teaching experience?	M,N

*Code for attached list of Career Decision Making Resources

4. CAN I TEACH?

___ a.	Do I like young people?	M,N,S
___ b.	Can I get along with people?	M,N,S
___ c.	At what student age level am I most effective?	M,N,S
___ d.	Can I cope with school routine?	M,N,S
___ e.	In what subject areas am I proficient?	N
___ f.	Where or in what type of school do I like to teach?	M,N,Q,X
___ g.	With what methods or techniques am I most effective?	M,N
___ h.	How successful am I in planning? Evaluating? Motivating? Disciplining?	M,N,P,Q
___ i.	Am I happier or more successful in another or related occupation?	M,N,O.P,Q,R

5. HOW CAN I LOCATE A JOB?

___ a.	Where should I start looking for a job?	M,N,T,U,V,W,X
___ b.	How should I begin?	M,N,T,U,V,W,X
___ c.	Whom should I contact?	M,N,T,U,V,W,X
___ d.	Are there educationally related jobs?	V,W,X
___ e.	What are my criteria for job seeking? (geographical location, salary, grade level)	M,N,Q,T,V,W,X
___ f.	How should I prepare a resume?	P,Q,X

6. HOW CAN I BE CERTIFIED?

___ a.	What credentials do I need?	L,N,U,X
___ b.	Whom should I contact?	L,U,X
___ c.	Is my certificate valid in other states?	L

7. HOW DO I INTERVIEW FOR A JOB?

___ a.	When and how should I make an appointment?	N,P,Q,T,U,V,W,X
___ b.	What questions should I ask?	N,Q,R,X

CAREER DECISION MAKING RESOURCES

Code	Name/Agency	Place	Phone
A	My Advisor _____		
B	Change of Advisor	212 CEB	2201
C	Change of Major	212 CEB	2201
D	Records and Transcripts	209 S/Svs	2101
E	Admissions	320 S/Svs	2184
F	College Work Study	201 S/Svs	3276
G	Financial Aid	301 S/Svs	3131
H	Student Employment	201 S/Svs	3276
I	Ombudsman	247 UTC	4311
J	Ed Advising Center	212 CEB	6751
K	Teacher Education Program	212 CEB	2201
L	Certification	212 CEB	8193
M	Field Experience--talk with advisor in your department		
N	Student Teaching	212 CEB	2204
O	Student Counseling Svcs Center	900 Vol. Blvd.	2196
	Career Planning		
P	Career Resource Center	105 Alumni Hall	5269
Q	Workshops - Career Decision Making	"	5269
	- Assertiveness Training for Job Seeking Skills	"	5269
	- Resume Writing	"	5269
R	Footwork (Info Interview with a Community Professional)	"	5269
S	Interest Assessment	900 Vol. Blvd.	2196
T	Staff Assistance	104 Alumni Hall	5435
	Career Placement	Alumni Hall Lobby	5435
U	Credential Service	"	5435
V	On-Campus Recruitment	"	5435
W	Education Vacancy Bulletin (weekly)	"	5435
X	Staff Assistance	110 Alumni Hall	5435

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